

**PSYCH305, Spring 2020: Cognitive Processes**  
**Lecture: 8:30-9:45am, HUM524**

**Instructor:** Marcus Cappiello

Office: H-735I

E-mail: [marcuscappiellowork@gmail.com](mailto:marcuscappiellowork@gmail.com)

Office hour: Thursdays 10-11am

**Course Website:** <https://marcuscappiello.github.io/teaching/PSYCH305/Spring2020/S20>

**Suggested Textbook:** Gazzaniga, M., Mangun, G. R., & Ivry, R. B. (2019). Cognitive Neuroscience: The Biology of the Mind (Fifth Edition). New York: Norton & Company. Ebook or Loose leaf version may be cheaper than paperback version.

**Description:** The goal of this course is to provide students with a solid foundation of Cognitive Processes with a strong emphasis on Cognitive Neuroscience, a fascinating new discipline at the intersection of cognitive psychology and neuroscience. In the last few decades our understanding of the neural mechanisms related to perception and cognition has advanced to the stage where it is difficult to understand cognition without reference to the brain. Students taking the class will gain a basic appreciation of the cognitive and neural mechanisms underlying perception, attention, memory, emotion, and higher-level functions. We will consider evidence from disorders produced by brain damage and studies of healthy individual behavior using a variety of methods including cognitive psychology, neuropsychology, functional brain imaging, neurophysiology, non-invasive transcranial stimulation, and electroencephalography.

**Prerequisites:** Psych 101 (Intro to Psychology), Psych 201 (Stats.), and Psych 202 (Research Methods). Students taking Psychology 305L concurrently must also have completed Psychology 300. The prerequisites must have been completed before enrolling in PSYC 305 and the student must have earned a grade of C or better in each of them.

**Class Etiquette:** While you are in class, you are expected to be present: turn off your cell phones. Do not come to class if you need to be doing something else. When you come to class, expect to be in the classroom for the entire class duration. If you need to leave early or arrive late due to unusual circumstances, sit in a location that minimizes disruption. Remember that when you engage in an alternative task during class, you not only miss information presented, but disrupt others near you.

**Exams:** There will be 3 multiple-choice midterms and a final. Midterms are non-cumulative and will each cover approximately one third of the course. The final is cumulative covering all course topics. Exam questions will be drawn exclusively from lecture. Makeup exams will be allowed only for university-mandated and officially verified reasons (e.g., documented illness, mandatory religious obligations, or participation in certain sports events). If the absence can be anticipated in advance of the test date, Professor Cappiello must be notified before the day of the test. If you are ill or have an emergency on the day of the test, you should contact Professor Cappiello before the time of the test, if possible, and as soon as possible otherwise. If you do not contact Professor Cappiello in a timely manner, you will receive a score of 0 for the test.

**Quizzes:** There will be a quiz given during most lectures. Each quiz will have two distinct halves. The first half will be ~4 questions testing your knowledge from the previous class. We will be covering a substantial amount of information and it is important for you to study and test yourself throughout the semester rather than cramming at the end – these quizzes should help. The second half will be testing your knowledge of new material that will be covered immediately after the quiz. This helps you think critically about the information to come, and helps you retain information long after the class. All questions on the quizzes will resemble questions you will see on the midterms and final (not exact replicas, but similar in difficulty and content).

*Grading* for the first half of the quiz will be lenient, with full points attained if you get half correct. The second half will be graded purely on effort, as you have not seen the material before (unless you read ahead). More information about the quiz grading scheme will be given during the first lecture.

\* No make-up quizzes will be allowed, but the single lowest quiz score will be dropped.

## **Writing**

This course is one of the required courses to complete the universities Upper Division Writing Requirement. To satisfy this requirement, you must complete the course with at least a grade of a C. The writing aspect of the course is detailed below. For all papers, plagiarism will not be tolerated. Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

**Term Paper:** Students are required to submit a summary of an empirical study. Students will be given a choice between papers provided by the instructor posted on the class website. The assignment will be graded for both content and style (grammar, punctuation, etc.), and must conform to the standards of APA style. The summary should contain approximately 2-3 pages of text (not including title page and references) and should contain an overview of background literature that motivates the questions addressed by the reported research, an overview of methodology, a results summary, a statement of general conclusions (considering heavily the manner in which the reported results inform the conclusions drawn), and a reference section including a citation for the paper that was summarized. Papers submitted after the deadline will incur a late penalty of 10% per 24 hour period or portion thereof. Please avoid plagiarism. Submit via Titanium.

**Three Short Papers:** Over the course of the semester, we will cover historical, theoretical, and methodological aspects of the field. Cognitive psychology does not exist in a vacuum, however, but has the potential to inform our understanding of various aspects of our daily lives. With this observation in mind, each student is to submit *three* short papers (maximum of 2 pages double-spaced, 1 inch margins, APA formatted) in which you link some principle or phenomenon you have learned about this semester to some aspect of society (education, economics, sports, etc.). The purpose of this paper is to foster your understanding of the continuity that exists between the core topics of cognitive psychology and your daily life. It will furthermore require you to think critically about what you hear and read in everyday life. More details about the specific requirements of this assessment will be given in class and on the website. Although not necessary, you may supplement your analysis with information taken from primary source materials (empirical journal articles) and media-based sources. If you do, please be sure

to cite these sources in APA style. Students are to upload their paper to Titanium by on the dates listed in the calendar below. Papers submitted after this deadline will incur a late penalty of 10% per 24 hour period or portion thereof. Please avoid plagiarism. Submit via Titanium.

**Grading:**

Midterms	30% (15% each)
Quizzes	10%
Short Papers	15% (5% each)
Final	30%
Term Paper	15%

**Grade cut-offs, in percentages:**

A+: 97 A: 93 A-: 90  
B+: 87 B: 83 B-: 80  
C+: 77 C: 73 C-: 70  
D+: 67 D: 63 D-: 60  
below 60: F.

If you are concerned about your performance in the class, please contact me ASAP. It is much easier to deal with a problem before an exam or the end of the quarter than afterward.

**Tentative Schedule:**

Week	Topic	Notes
1 (1/21)	Introductions What is cognitive psychology? History	
2 (1/28)	Methods	
3 (2/4)	Sensation and Perception	
4 (2/11)	Object recognition	Short paper 1 due – 2/11
5 (2/18)	Hemisphere specialization	
6 (2/25)	Attention	Midterm 1 – 2/25
7 (3/3)	Memory	
8 (3/10)	Memory	Short paper 2 due – 3/10
9 (3/17)	Knowledge	
10 (3/24)	Spring Break	
11 (3/31)	Emotion	
12 (4/7)	Cognitive Control	Short paper 3 due – 4/7
13 (4/14)	Social cognition	Midterm 2 – 4/14
14 (4/21)	Decision making/reasoning	
15 (4/28)	Language	
16 (5/5)	Consciousness	Empirical paper due 5/5
17 (5/12)	Finals Week	Final – 5/14 (9-11am)

## **DEPARTMENT OF PSYCHOLOGY**

### **Student Responsibility Code**

The Department of Psychology is dedicated to providing you with the highest quality educational program. In order to maximize the benefits of our program, it is important that you meet your responsibilities as a student. Listed below are some of the responsibilities to be met.

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**Advisement – Please familiarize yourself with university and departmental policies and deadlines.**

You should obtain and read pertinent sections of the University Catalog and instructor course outlines. If you are a psychology major or minor, you should read the Psychology Student Handbook and meet with a psychology undergraduate advisor (Room H-830J) at least once a year to review your study plan and career goals. The Handbook is available at <http://psychology.fullerton.edu/advisement/> (scroll down to the bottom to see the link).

**Class Attendance – Please remember that you are responsible for attending all classes and laboratory meetings, and for being on time. The benefit you derive from your education is often lost if you are lost too!**

**The Learning Environment – Please be mindful of your fellow students and the instructors.**

Behavior that persistently interferes with classroom activities may be subject to disciplinary action. Such behavior may include, but is not limited to, cell phones ringing, entering the class late, leaving the class prematurely, eating in class or chatting with other students during class. A student responsible for continual disruptive behavior may be required to leave class pending discussion and resolution of the problem.

**Workload – Please be realistic in adjusting your outside responsibilities (work, family, social obligations, etc.) in order to allow sufficient time for your education.**

In order to receive a quality education, you must not overload yourself. As a general rule, you should allow two to three hours of study outside of class, for each hour spent in class. Additional information on this topic is discussed in the Psychology Student Handbook.

**Academic Integrity – The world of academia is completely dependent on straightforward honesty and integrity, and it protects these values in many ways. Your ability to think of yourself as an educated person depends on these same values. For these reasons the University imposes serious penalties for breaches of academic honesty and cases of suspected breaches of honesty may be reported. Please familiarize yourself with the academic integrity guidelines found in the current student handbook and the CSUF Student Conduct site**

[http://www.fullerton.edu/integrity/student/integritycounts/academic\\_integrity/](http://www.fullerton.edu/integrity/student/integritycounts/academic_integrity/).

- o Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the academic integrity guidelines. Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the University, policies on academic integrity are of great concern to us all.
- o Your exams, homework, research reports, and term papers should reflect your own work, unless your instructor directs you otherwise.
- o Proper methods of referencing outside sources of information should be used at all times. Additional information on this requirement may be obtained by reading the University Catalog section on Academic Dishonesty.

**Special Needs** – If you need special assistance in the classroom, please apply for services from the office of Disability Support Services (UH-101, 657-278-3112, <http://www.fullerton.edu/dss/>) and notify the instructor by the end of the first week of the semester.

**Emergency Procedures** – In the event of an emergency, please adhere to these university guidelines.  
<http://prepare.fullerton.edu/campuspreparedness/ClassroomPreparedness.php>

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*If you have any questions concerning the above responsibilities,  
please contact your psychology instructor or the Psychology Department Chair.  
Rev. 07-16*

## HOW THIS COURSE CONTRIBUTES TO THE PSYCHOLOGY DEPARTMENT'S STUDENT-LEARNING OUTCOMES

Course: Psyc 305

In accordance with University policy, the Psychology Department has established a set of Student-Learning Outcomes for the undergraduate program that will help us assess the program's instructional effectiveness. This course covers the outcomes that are checked below, and for each outcome the Mastery Level to be achieved is represented as follows,

I = Introduced.

D = Developed and practiced with feedback.

M = Demonstrated at the mastery level appropriate for graduation.

1. Students can identify appropriate basic research methods to test hypotheses empirically.

**Covered** ☒ at Mastery Level: I ☐ D ☒ M ☐

2. Students can apply psychological theory to scientific questions and real-world problems.

**Covered** ☒ at Mastery Level: I ☐ D ☒ M ☐

3. Students can find and evaluate relevant literature.

**Covered** ☒ at Mastery Level: I ☐ D ☒ M ☐

4. Students can demonstrate proficient writing skills, including scientific writing in APA format.

**Covered** ☒ at Mastery Level: I ☐ D ☒ M ☐

5. Students can manage and analyze data using appropriate statistical methods.

**Covered** ☐ at Mastery Level: I ☐ D ☐ M ☐

6. Students can analyze psychological research and theory in relation to their own personal development.

**Covered** ☒ at Mastery Level: I ☐ D ☒ M ☐

7. Students can identify how diversity impacts individual and social behavior.

**Covered** ☒ at Mastery Level: I ☐ D ☒ M ☐

8. Students can employ appropriate ethical principles in psychological settings.

**Covered** ☒ at Mastery Level: I ☐ D ☒ M ☐